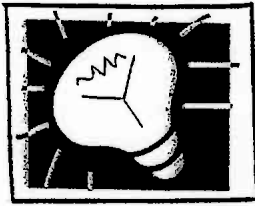




Assessment Rubric Cards



Core Concepts



Students will comprehend concepts related to health promotion and disease prevention.

Characteristics of Student Work

CC is linked to all content areas. Student work should demonstrate functional knowledge of the most important and enduring ideas, issues, and concepts related to achieving good health.

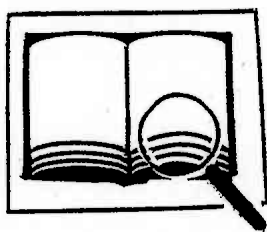
Key Criteria

Specific criteria for student work is based largely on the following:

- accuracy
- comprehensiveness
- relationships among concepts shown
- conclusions drawn

Concepts Rubric

- 4** The response is complex, accurate, and comprehensive, showing breadth and depth of information; relationships are described and conclusions drawn.
- 3** The response identifies relationships between two or more health concepts; there is some breadth of information, although there may be minor inaccuracies.
- 2** The response presents some accurate information about the relationships between health concepts, but the response is incomplete and there are some inaccuracies.
- 1** The response addresses the assigned task, but provides little or no accurate information about the relationships between health concepts.



Accessing Information

AI

Students will demonstrate the ability to access valid health information and health-promoting products and services.

Characteristics of Student Work

This skill category evaluates the students' ability to access valid health information and health-promoting products and services. The quality of student responses may vary from low, where the student provides little or no evidence that appropriate sources of health information have been accessed, to high, where the student provides considerable evidence that she or he understands what considerations should apply when evaluating health information or selecting a health-related product or service.

Skill Cues

- identifies or cites specific sources
- evaluates validity of source
- provides rationale for appropriateness of source
- demonstrates ability to access appropriate community resources to meet specific needs
- identifies the type of help available from source

Generic Skills Rubric

- | | |
|----------|--|
| 4 | The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill. |
| 3 | The response shows evidence of the ability to apply health skills; the response is mostly complete, but may not be fully proficient. |
| 2 | The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete. |
| 1 | The response shows little or no evidence of the ability to apply health skills. |



Self Management

SM

Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Characteristics of Student Work

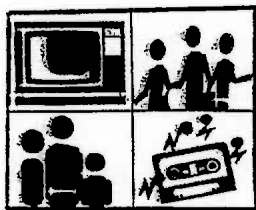
This category addresses students' ability to take personal responsibility to assess health risks and determine behaviors that will protect and promote health and reduce health risks. Specific skills include personal health and hygiene practices, first aid and safety procedures, avoiding threatening situations, and managing stress.

Skill Cues

- identifies healthful behaviors
 - + stress management and coping strategies
- demonstrates healthful behaviors, habits, and/or techniques
- identifies protective behaviors
 - + first aid techniques
 - + safety steps
 - + strategies to avoid/manage unhealthy or dangerous situations
- lists steps in correct order if appropriate

Generic Skills Rubric

- | | |
|---|--|
| 4 | The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill. |
| 3 | The response shows evidence of the ability to apply health skills; the response is mostly complete, but may not be fully proficient. |
| 2 | The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete. |
| 1 | The response shows little or no evidence of the ability to apply health skills. |



Analyzing Influences

INF

Students will analyze the influence of culture, media, technology, and other factors on health.

Characteristics of Student Work

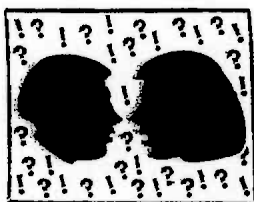
This skill category evaluates students' ability to analyze the influence of internal and external elements on health behavior. The quality of student responses may vary from low, with little or no evidence that the student recognizes that internal and external factors influence personal, family, and community health, to high, with responses that show evidence of an appreciation of the complexity of the influences and provide analysis of the factors affecting personal, family, and community health.

Skill Cues

- identifies and analyzes external factors
 - + media
 - + parents
 - + ethnic
 - + legal
 - + peers
 - + geographic
 - + societal
 - + technology
- identifies and analyzes internal factors
 - + curiosity
 - + interests
 - + desires
 - + fears
 - + likes/dislikes
- addresses interrelationships and complexity of influences
- presents variety of influences as appropriate

Generic Skills Rubric

- 4** The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
- 3** The response shows evidence of the ability to apply health skills; the response is mostly complete, but may not be fully proficient.
- 2** The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
- 1** The response shows little or no evidence of the ability to apply health skills.



Interpersonal Communication

IC

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

Characteristics of Student Work

This skill category evaluates students' ability to use interpersonal communication skills to enhance health behaviors. The quality of student responses may vary from low, providing little or no evidence of the ability to convey or exchange information, ideas, or beliefs about health, to high, demonstrating the use of appropriate communication techniques to exchange information effectively.

Skill Cues

- demonstrates interactions among individuals
- message tactics and strategies
 - + clear, organized ideas or beliefs
 - + use of "I" message
 - + tone—respectful vs. aggressive and confrontational
 - + body language
- demonstrates refusals
 - + clear "no" statement
 - + walk away
 - + provide a reason
 - + delay, change the subject
 - + repeat refusal
 - + provide an excuse
 - + put it off

Generic Skills Rubric

- 4** The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill.
- 3** The response shows evidence of the ability to apply health skills; the response is mostly complete, but may not be fully proficient.
- 2** The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete.
- 1** The response shows little or no evidence of the ability to apply health skills.



Decision Making

DM Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Characteristics of Student Work

This category evaluates the ability to use decision making to enhance health. The quality of student responses may vary from low, showing little or no recognition of the need to make a decision, to high, showing reflection and a logical progression through a decision-making process that results in a health-enhancing decision.

Skill Cues

- personalized
- shows progression through a decision-making process
 - + identifies the decision to be made
 - + considers options and consequences
 - + takes action or makes decisions
 - + evaluates or reflects on action

Generic Skills Rubric

- | | |
|----------|--|
| 4 | The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill. |
| 3 | The response shows evidence of the ability to apply health skills; the response is mostly complete, but may not be fully proficient. |
| 2 | The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete. |
| 1 | The response shows little or no evidence of the ability to apply health skills. |



Goal Setting

GS

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Characteristics of Student Work

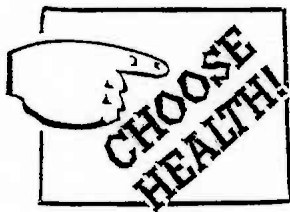
This category evaluates the ability to use goal setting to enhance health. The quality of student responses may vary from low, showing little or no recognition of the need to set a goal, to high, showing reflection and a logical progression through a goal-setting process that results in a health-enhancing goal statement and plan.

Skill Cues

- shows clear progression through a goal-setting process
 - + clear goal statement
 - + identifies realistic goal
 - + plans for reaching goal
 - + evaluates or reflects on action

Generic Skills Rubric

- | | |
|---|--|
| 4 | The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill. |
| 3 | The response shows evidence of the ability to apply health skills; the response is mostly complete, but may not be fully proficient. |
| 2 | The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete. |
| 1 | The response shows little or no evidence of the ability to apply health skills. |



Advocacy

AV

Students will demonstrate the ability to advocate for personal, family, and community health.

Characteristics of Student Work

This skill category evaluates students' ability to advocate for personal, family, and community health. The quality of student responses may vary from low, where the student shows little evidence of attempting to argue for a health-related position, to high, where the student provides complete responses showing evidence of audience awareness, conviction, and supporting reasons or information for a position that is health-enhancing.

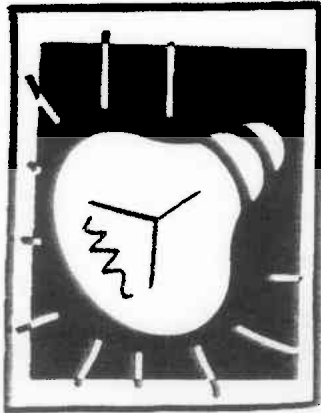
Skill Cues

- takes a clear, health-enhancing stand/position
- supports the position with relevant information
- shows awareness of audience
- encourages others to make healthful choices
- demonstrates passion/conviction

Generic Skills Rubric

- | | |
|----------|--|
| 4 | The response shows evidence of the ability to apply health skills; the response is complete and shows proficiency in the skill. |
| 3 | The response shows evidence of the ability to apply health skills; the response is mostly complete, but may not be fully proficient. |
| 2 | The response shows some evidence of the ability to apply health skills; the response may have inaccuracies or be incomplete. |
| 1 | The response shows little or no evidence of the ability to apply health skills. |

Assessment Skill Posters



TIPS



Core Concepts

Health
Education
Standard 1

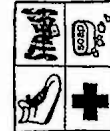
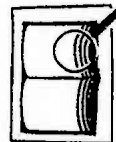
Students will comprehend concepts related to health promotion and disease prevention.

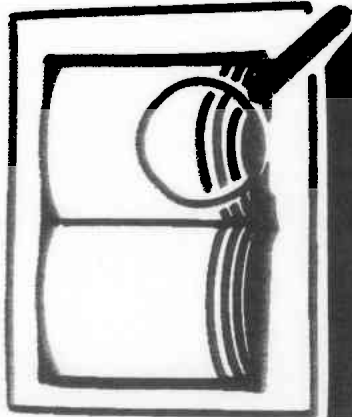
Use complete, factual information.

Be sure the facts are accurate.

Show relationships among ideas.

Make factual conclusions about health.





TIPS

AI

Accessing Information

Health

Education
Standard 2

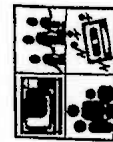
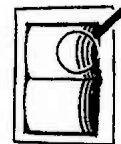
Students will demonstrate the ability to access valid health information and health-promoting products and services.

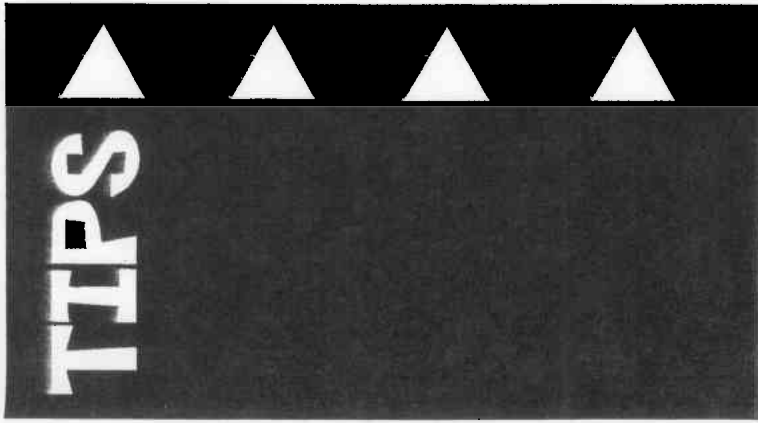
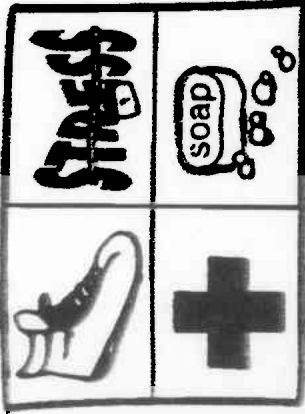
Identify sources of information.

Explain how to find the needed help.

Explain what type of help this source offers.

Explain why it's a good source.





Self Management

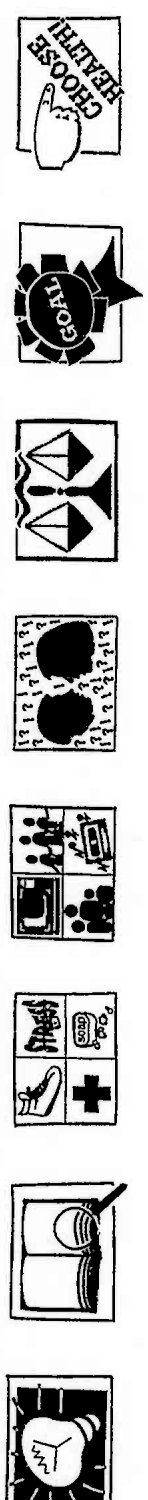
Health Education Standard 3 *Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.*

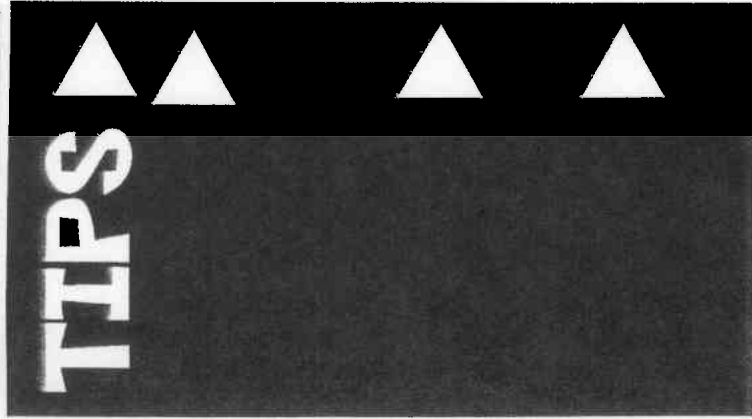
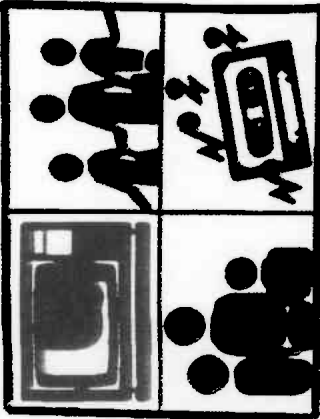
Demonstrate habits that contribute to health.

Describe or demonstrate specific first aid and safety techniques.

Identify strategies to avoid or manage unhealthy or dangerous situations.

List the steps in the correct order if there is one.





Analyzing Influences

Health
Education
Standard 4

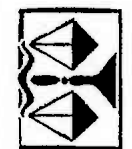
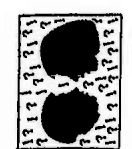
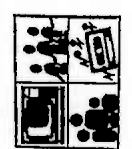
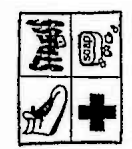
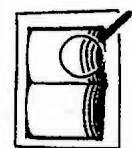
Students will analyze the influence of culture, media, technology, and other factors on health.

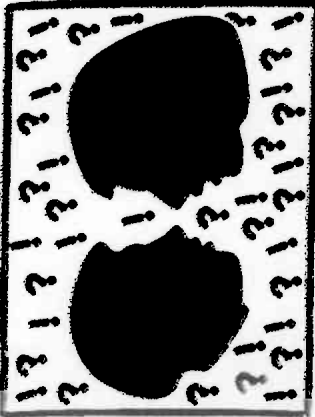
Show a variety of influences.

Show both internal and external influences.

Explain the complexity of the influences.

Show how the influences affect health choices.





TIPS

IC

Interpersonal Communication

Health

Education
Standard 5

Students will demonstrate the ability to use interpersonal communication skills to enhance health.

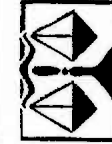
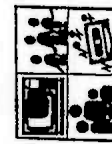
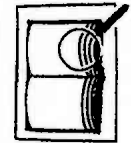
Show dialogues that express needs, ideas and opinions.

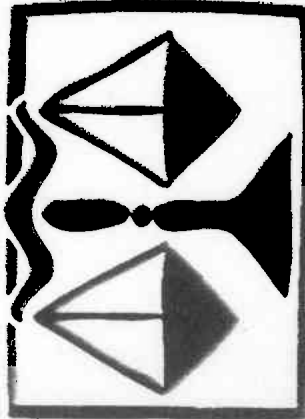
Be clear and organized.

Show effective ways to say “no.”

Use appropriate and effective verbal and nonverbal strategies.

- “I” messages
- appropriate tone
- body language
- attentive listening





TIPS

DM

Decision Making

Health

Education

Standard 6

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

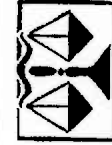
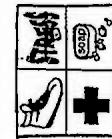
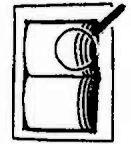
Show all the steps of the decision-making process.

Identify the decision to be made.

Identify options and possible consequences.

State the decision clearly.

Evaluate and reflect on the decision.





TIPS

GS

Goal Setting

Health
Education
Standard 6

Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health.

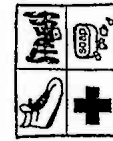
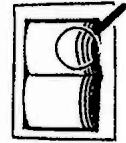
Show all the steps in a goal-setting process.

Write a clear goal statement.

Be sure the goal is realistic.

Make a plan for meeting the goal.

Show how to evaluate and adjust the plan if needed.





TIPS

AV

Advocacy

Health
Education
Standard 7

Students will demonstrate the ability to advocate for personal, family, and community health.

Take a clear stand for a healthy choice.

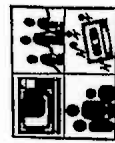
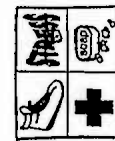
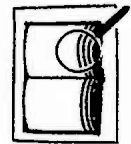
Explain why the stand taken is good for health.

Use information to support the choice.

Show awareness of the audience for the message.

Be persuasive.

Show conviction about the message.





State of Wisconsin Department of Public Instruction

Mailing Address: P.O. Box 7841, Madison, WI 53707-7841
125 South Webster Street, Madison, WI 53702
(608) 266-3390 TDD (608) 267-2427 FAX (608) 267-1052
Internet Address: www.dpi.state.wi.us

Elizabeth Burmaster
State Superintendent

TO: Assessing Health Literacy Project Teacher-Leaders

FROM: Jon Hisgen, Comprehensive School Health Education Consultant (608/267-9234)
Sharon Strom, Family and Consumer Education Consultant (608/267-9088)

RE: Health Literacy Performance Assessments

WE NEED YOUR HELP TRYING OUT PERFORMANCE TASKS RELATED TO WISCONSIN'S ASSESSING HEALTH LITERACY PROJECT.

You are receiving this packet of materials either because you indicated an interest in trying out one or more of the CCSSO-SCASS Phase II health literacy performance tasks, served on the review and writing team, or participated in one of the performance assessment workshops or summer school courses held during the last two years. We are asking you to generate page size samples of student work that will be reviewed and scored anonymously by teacher-leaders from several disciplines responsible for instruction about health, such as developmental guidance, English/language arts, family and consumer education, health education, physical education, school nursing, science, and social studies. Included in the packet are the following:

- ◆ **Background material on the Assessing Health Literacy project.**
- ◆ **Performance task packages identified for piloting in Wisconsin classrooms.** We have included copies of the tasks for elementary, middle school, and high school in several health and safety content areas. Please use those identified as appropriate for your grade level(s). These performance tasks were reviewed and modified for use in Wisconsin classrooms by teachers from several disciplines and state staff during a three-day workshop last summer.
- ◆ **Scoring criteria.** It is important that all students are aware of and understand your expectations prior to beginning the performance task. Although specific proficiency levels have not been established, the scoring criteria identified for each task corresponds to concepts and skills rubrics contained in the enclosed guidelines from the CCSSO-SCASS initiative. These general scoring materials are included to illustrate how specific criteria are associated with different proficiency levels. Student handouts related to the concept and skills rubrics are also included for use in explaining the scoring criteria to your students. We anticipate the samples of student work to set proficiency standards for selected items. In order to establish useful scoring guidelines, we need the full range of student work reflected in your classroom.
- ◆ **An information letter to parents/guardians.** This OPTIONAL correspondence provides information about the purposes and procedures connected with this try out. It is included for districts whose policy requires it. Feel free to edit or include additional local commentary as needed. However, if you choose to send a letter, be sure to include the paragraph about reproducing student samples.
- ◆ **Student and teacher feedback sheets.** At the conclusion of the performance task experience, both you and your students are asked to complete these questionnaires. Both of your perspectives are important to the revision process and to establish meaningful scoring guidelines. It is advisable to walk students through the questions before having them fill out the forms.

Please send all materials to DPI at the end of each semester.

Please return the following items to:

Linda Carey, Program Assistant
Student Services, Prevention, and Wellness Team
Department of Public Instruction
125 South Webster Street
Madison, WI 53702

1. performance task cover sheet for each set of student samples
2. unscored student samples (8" x 11-1/2" page size copies or photographs)
3. student feedback sheets for each performance task try-out
4. teacher feedback sheet for each performance task try-out

If more than one class of students performed the task, please fill out a separate cover sheet and attach it to each set of student work.

We think this is a unique opportunity! Thank you for your willingness to share your valuable time and expertise. You have a crucial role in establishing meaningful scoring guidelines and in making performance assessment a reality in Wisconsin classrooms.

Do not hesitate to contact us if you have questions.

JH/SS/LC

Enclosures

Performance Task Cover Sheet

Please return this performance task cover sheet with the performance tasks you are piloting.

Return this sheet, the set(s) of student work, the student feedback sheets, and your teacher feedback sheet no later than the end of November 2004 or May 2005 to::

Linda Carey, Program Assistant
Student Services, Prevention, and Wellness Team
Department of Public Instruction
P.O. Box 7841
Madison, WI 53707-7841

THE REVIEWERS WILL NOT SEE THIS COVER SHEET. ALL STUDENT WORK WILL BE CODED BY GRADE LEVEL ONLY. This information is only to ensure even representation on the performance tasks across the state and across levels of instruction. If more than one class of students performed the task, please fill out a separate sheet and attach to each set of student work.

Teacher Name: _____

School: _____

These samples were collected from students with the following health literacy background:

1. Students' current grade level (Circle all that apply): K 1 2 3 4 5 6 7 8 9 10 11 12
2. Number of students in this class: _____
3. Describe these students' prior experience in developing health literacy in your subject area and level of instruction (elementary, middle, or high school), such as 6 weeks in 6th grade, required for 9 weeks in 7th grade, 12 weeks in 8th grade, 1 semester required/elective subject in 10th grade:
4. Total amount of health literacy instruction in your subject area prior to the 2004-2005 school year:
5. Provide a brief description of this course:



State of Wisconsin Department of Public Instruction

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Internet Address: www.dpi.state.wi.us

Elizabeth Burmaster
State Superintendent

SAMPLE

Dear Parents/Guardians:

This fall, your student is taking part in a learning activity that is an important part improving their health literacy. Students will demonstrate their ability to apply what they have learned in class about health literacy in disciplines responsible for instruction about health, such as developmental guidance, English/language arts, family and consumer education, health education, physical education, science, and social studies. The performance tasks they are trying out are based on national standards for health literacy and state model academic standards/competencies considered important in each discipline for different instructional levels. This type of evaluation is called performance assessment. The task your student will complete asks the student to use knowledge and skills in situations similar to everyday life applications.

Your student's work is of vital importance for a number of reasons. Although this activity will not be graded using a traditional scale of A, B, C, D, or F, their work will help establish levels for scoring future students' work. Student work from around Wisconsin will be used for this purpose.

The examples of student work will also help teacher-leaders judge the value, appropriateness, and completeness of these assessment materials.

It must be stressed that student names and schools will not be used in this process. Work will be identified by grade level only; only unsigned student samples will be used. If we do not hear from you by _____, it is assumed that we have your permission to reproduce your child's unsigned work.

Student Feedback on Performance Task

Current Grade Level: _____

Please check and/or comment.

1. Did you understand what was expected of you in completing the task?

☐ Completely

☐ Sort of

☐ No

Comment:

2. Did you have enough time to complete the task?

☐ Yes

☐ No (What specifically did you need more time to do?)

Comment:

3. How does this task show your growth as a learner?

Teacher Feedback on Performance Task

Please make specific comments on the following:

1. Did the students understand what was expected of them? Did you understand what was expected of you? Be as specific as possible in identifying areas that need improvement.

2. What are the task's strengths? Be specific.

3. What changes would you make, if any? Be specific.

4. How did your students react to the task? Be specific.

5. How appropriate is this task for your students? Why or why not?